



CLASSROOM INNOVATION IN MATHEMATICS GRANT 2010-11

OVERVIEW

Purpose: From 2005 to 2009, state scores in mathematics were stagnant, rising only one percentage point over the four-year span. At the state level, IDOE is currently exploring new, innovative classroom strategies that will help to push mathematics in Indiana forward. One such strategy is the integration of digital curriculum and technology into traditional teaching methodologies.

The purpose of the program is to provide a select number of LEAs with the opportunity to use digital mathematics curricula, technology-based instruction, and interactive white boards in lieu of traditional textbooks. This grant provides an opportunity for LEAs to pilot digital curriculum which can be readily aligned to changes in standards and to determine its effectiveness with their student populations and within their contexts. Following the grant, LEAs will either continue the use of digital curriculum through their textbook rental program or discontinue use of the digital curriculum and seek an alternative for curricular materials. Digital curriculum would need to utilize innovative strategies for instruction and represent a significant break from the traditional textbook-oriented instruction and be approved by the IDOE, but it would not serve as a standalone, online course that replaces the classroom teacher. In order to evaluate the effectiveness of these strategies, awards will be limited to schools that propose plans for either: 6th Grade, 7th Grade, 8th Grade, and/or Algebra I. The results of this pilot program will be used to evaluate the effectiveness of digital curriculum and provide data for schools that may look at adopting digital mathematics curricula in the future.

This grant program is funded through the David C. Ford Fund.

Application: Please fill out each part completely. For assistance, you may contact Zach Foughty at zfoughty@doe.in.gov or Phone: (317) 233-5019

I. GENERAL INFORMATION

1. Corp # 5275	2. Corp Name Anderson Community Schools		
3. Corp Address (Street, City, State, Zip) 101 West 29 th Street Anderson, Indiana 46016			4. Telephone 765 641-2000
5. Contact Person's Name Janet Burrows		6. Contact Person's Email Address jburrows@acsc.net	
7. Contact Person's Address (Street, City, State, Zip) 101 West 29 th Street Anderson, Indiana 46016			8. Contact Person's Telephone 765 641-2031
9. Superintendent's Name Felix Chow, PhD		10. Superintendent's Email Address fchow@acsc.net	
11. # of Schools Participating 1	12. # of Students Being Served 2,250		13. # of Teachers Participating 19





II. Project Abstract

Briefly describe the proposed project clearly and concisely using the space provided.

Anderson Community School District is in the process of reconfiguring the district creating an opportune time to implement a new innovative program. This new configuration will house all the target students' 7th, 8th and 9th graders in the same building. As a part of this reconfiguration, the teachers will be given involuntary transfers and the math position contracts will state that any math teacher at Highland Junior High School is committed to fully implement the Agile Mind technology based curriculum.

Our School District is a district with a high poverty rate which leads to families having limited resources to support their children's academic needs outside of the classroom. When you pair the family's financial state with the cuts of around 9 million in funding from the State, this grant would allow Highland Junior High School to provide cutting edge technology and instruction to our students. Based on the Indiana Growth Model the majority of our students are in the low growth and low achievement quadrant. On Acuity Predictive tests in all mathematics standards a high percentage of students score in Tiers I and Tiers II. Across all disaggregated populations we average 75% of students below expectation in the area of problem solving. Our Algebra I End of Course percent passing rate of 10% in 2008 and 14% in 2009 are far below the state average. It is our firm conviction that an infusion of digital based technology curriculum that is living, adaptable and engaging for students and teachers will increase student performance. We base this belief on five years of experience and data from our elementary schools' use of web-based curricular supporting software. By this being the core curriculum we foresee potential for significant growth and greater understanding of mathematics concepts for teacher and students. The math teachers at Highland Junior High School would also have the opportunity to expend their teaching skills beyond the



traditional style of classroom instruction.

The corporation will complete all teacher training and have the program in place by early August. The teachers are eager to begin using Agile Mind and Whiteboard technology as tools to help students' achievement. The corporation is also interested in Agile Mind's Academic Youth Development Initiative. This program responds directly to the broad sense among mathematics teachers that the one of the primary barriers to student success is a lack of student engagement in learning. A study commissioned by the National Mathematics Advisory Panel (2008) found the 62% of American Algebra I teachers reported the "working with unmotivated student" was the "single most challenging aspect" of their jobs.

Given that we have the opportunity for a new junior high school with new teachers we have a golden opportunity to offer our students the quality programming received in the nation's most elite educational institutions!

Please complete one grant narrative for your LEA which includes all schools. Narratives should be double spaced, 12pt Times New Roman font, and not to exceed 10 pages.

III. GRANT NARRATIVE

Software Choice and Rationale: Identify the digital content program you have selected. Describe how this program aligns with the purpose of the grant. Describe how this program will address the instructional needs of your students and teachers.

Anderson Community Schools Innovative Math Grant Committee, after careful deliberation and in-depth study of student data and several digital curriculum delivery systems selected Agile Mind digital content system. The committee preferred Agile Mind because it is there to support teachers, not to supplant their expertise. Agile Mind Mathematics incorporates the most promising practices of the Dana Center at The University of Texas Austin. It provides a systemic approach including Teacher Professional Development, lesson planning support for teachers, classroom presentation tools, closely aligned formative assessment, and student instructional support. The classroom instructor uses Agile Mind as an on-line tool to implement a powerful, purposeful, means to engage students.

Agile Mind meets several key elements of the grant:

- Integrates digital curriculum and technology into teaching methodologies.
- Makes a significant break from the traditional textbook-oriented instructions through the use of innovative strategies to advance student performance in mathematics.
- Offers Junior High School Mathematics, Algebra I, and Intensified Algebra.

Agile Mind delivers engaging, vertically-aligned instruction to energize student learning:

- Engaging, interactive animations, puzzles and explorations present key standards-based concepts.
- Multiple representations help students develop deep understanding of standards.
- Guided assessments encourage student practice with added support and feedback.
- Student learning is enhanced by use of manipulatives and student collaborative groups to problem solve.
- For today's digitally entrenched students Agile Mind's animated instruction provides access to three-

dimensional images, audio, video, and virtual reality.

- Provides expanded learning opportunities such as differentiated instruction, self-checks, immediate feedback, guided practices, and MARS projects building on student's prior knowledge.
- Agile Mind is web based making it accessible to students and parents 24/7.
- Classroom presentation tools hone content knowledge while fostering student engagement.

Agile Mind delivers assessments and reports:

- Immediate easy-to-read reports detailing student progress.
- Using performance feedback, teachers can immediately adjust and differentiate instruction.

Agile Mind delivers high quality teacher support:

- Comprehensive assistance for daily instruction includes advice from experts and high-yield teaching strategies. Meets the needs of teachers at all levels of expertise in content knowledge and pedagogy.
- Each 45 minute daily lesson provides the teacher "Advice for Instruction" that includes managing student misconceptions, focusing attention on big ideas, and "Delivery of Instruction." These sections also include recommended framing, scaffolding, and extension questions.
- Language puzzles and activities provide targeted support for modeling vocabulary examples.
- Agile Mind provides the teacher bilingual glossary of terms with visual examples.

Agile Mind delivers professional development:

- Professional development introduces high-yield practices for successfully integrating technology into classroom instruction and supporting students of diverse backgrounds without compromising high-quality instruction.
- The day-by-day online professional development is embedded to promote effective practice.
- Please note the detailed professional development plan is located in the next section.

Professional Development: Describe the PD needs of your teacher for using interactive whiteboards and implementing digital curriculum and detail the specific plan for meeting those needs.



Agile Mind provides a two-day on site Institute to support implementation within schools including consultative planning, progress reporting and progress monitoring. Support is provided at all levels:

- Statewide project planning and quarterly reviews
- Regional planning and monthly reviews
- Monthly webinars
- Three advisory sessions at the school

Agile Mind session presenters include experienced Agile Mind educators, authors and developers of Dana Center/Agile Mind Course Services, instructional leaders from partner districts, university faculty, and Agile Mind advisors and consultants.

Prior to the start of the school year there will be three full days of intensive training. Anderson Community Schools has built into the Highland Junior High School teacher's contract one hour monthly for professional development. Since our district is reconfiguring schools, all of the math teaching positions are open. When a teacher applies for a math position they are contractually agreeing to provide digital instruction. Every professional development session will include attendance and evaluation. The use of this contracted professional development time, for the Math Department at Highland Junior High School will be used as indicated in the chart below:

TRAINING DATE	TOPIC	PERSON RESPONSIBLE
10-Aug-10	Agile Mind Institute	Brian Caldicott
	Teacher's Technology Assessment, Online Teaching Style Assessment, Evaluation	Pamela Delaplane
11-Aug	Agile Mind Institute, Day 2, Evaluation	Brian Caldicott
12-Aug	Whiteboard/smart materials training, Evaluate teacher's technology assessments, Evaluation	Rick Streb Pamela Delaplane
	Develop individualize teacher's technology learning plans.	Pamela Delaplane
8- Sep	CIM Whiteboard training 2 hour after school	CIM Technology
20-Sep	Reports, Activities, Progress Monitoring	Department Chair
	How to develop report card grades.	Data Coach
	Which assessments are most important?	Pamela Delaplane



	Which student activities online/offline?	
	Which teacher resources-plans?	
	What is required-so all kids are doing same	
	Are teachers doing similar or same content?Eval.	
22- Sep	CIM Whiteboard training 2 hour after school	CIM Technology
27-Sep	Review Grade Procedures-What fits, counts?	Department Chair
	Online scores/activities	Data Coach
	Offline-paper assignments, and students	
	absent printed assignments	
	What are the barriers?	
	What needs fixed, etc., issues? Evaluation	
4-Oct	Management team assess data plan intervention	Janet Burrows
6-Oct	CIM Whiteboard training 2 hours after school	CIM Technology
11-Oct	Topic generated from collaborative and	Department Chair
	management teams. Where are we at?	Data Coach
	Discussion of what's working and what's not.	Management Team
	What assessments do we DO? Evaluation	Pamela Delaplane
8-Nov	Agile Minds Reports-Which ones are most	Department Chair
	useful.	
	How are reports being used? Are they used	
	to inform instruction? Evaluation	
13-Dec	Student learning comparison-concept under-	Department Chair
	standing- New program vs. traditional.	
	What do you need, materials, etc.	
	Acuity Testing! Evaluation	Data Coach
4-Jan	Management Team assess data plan intervention	Janet Burrows
10-Jan	Acuity Reports- (end of grading period-1/14	Department Chair
	Agile Minds Second Semester (what should	Management Team
	we change?)	Data Coach
	Topics generated by management and collaborative teams.	Pamela Delaplane
	Do we have enough Constructed Response	
	Practices? Evaluation	
11-Jan	CIM Whiteboard ½ day training AM & PM group	CIM Technology
8-Feb	CIM Whiteboard ½ day training AM & PM group	CIM Technology
14-Feb	ISTEP Blueprints Applied Skills- Agile Mind	Department Chair
	Connection. Were all content areas covered?	Data Coach
	What needs supplemented? Evaluation	Pamela Delaplane

22-Feb	CIM Whiteboard full day training	CIM Technology
14 Mar	Using Agile Mind to plan remediation. Evaluation	Department Chair
18-Apr	End of Course Assessment (ECA) Blueprints	Data Coach
	(Algebra 1 teachers) Course Content	Pamela Delaplane
	National Standards – Common Core Standards Evaluation	
2-May	Management team assess data plan for next yr.	Janet Burrows
9-May	Wrap-up Evaluate program. Suggestions,	Department Chair
	Plan for next year. Evaluation	Management Team
		Data Coach
		Pamela Delaplane

CIM Technology Solutions Professional Development Plan for Whiteboards:

Highland Junior High School teachers will participate in three levels of Professional Development seminars presented by CIM Technology Solutions.

Teachers will learn to use components of the eInstruction suite of interactive classroom technology tools including the Mobile Interwrite Interactive Dual Whiteboard, MOBI teachers wireless tablet and LCD projectors.

Overview:

During this engaging professional development series, participants will learn the techniques and strategies described below.

Each seminar focuses on best practices and exemplary teaching activities that promote student collaboration and interaction, accelerate the learning process and improve student outcomes.

Beginning level

Description: Introductory session where participants will be introduced to MOBI

hardware and software components and begin to develop skills and gather ideas for practical application for collaborative learning in their classroom.

Time Frame: 1 1/2 day training session in August follow-up with 3 sessions 2 hours increments each

Participants: 19 Teachers



Cost: \$900.50

Intermediate level

Description: Participants will receive instruction about the features and capabilities of CPS (hardware and software). A certified trainer will then work with teachers during designated “hands on time” to select, create, and utilize formative assessment questions for group instruction

Time Frame: 2 Half Day Training Sessions

Participants: 19 Teachers

Cost: \$1200.00

Advanced level

Description: Participants will look at advanced features and capabilities of CPS (hardware and software) and the integration with MOBI and document cameras. A certified trainer will work with teachers during designated “hands on time” to select, produce and employ multi-sensory presentations to maximize student engagement during instruction. The second half of the day will be devoted to peer collaboration to exchange ideas and evaluate instructional strategies for group instruction

Time Frame: 1 Full Day Training Sessions

Participants: 19 Teachers

Cost: \$1500.00

Total training cost: \$3,600.50

Please note specific date of training are noted on the Professional Development monthly calendar.

Implementation Plan – Digital Content: Describe your plan for monitoring the implementation of the digital content with fidelity to program guidelines.

Anderson Community Schools is reconfiguring the district next year. Currently the 7th, 8th and 9th grade students attend four schools. Next year all of the 7th, 8th, and 9th grade students will be in the newly formed Highland Junior High School, the 6th grade students will be located in two elementary buildings. Anderson High School will contain



10th, 11th and 12th grade. Anderson Community Schools has built into the Highland Junior High School teacher's contract one hour monthly for professional development. Since our district is reconfiguring all of the math teaching positions are open. When a teacher applies for a math position they are contractually agreeing to provide Agile Mind digital instruction. As a part of the ongoing collaborative professional develop there will be continual checks to make sure teachers are achieving the expected 80% of instruction through Agile Mind digital curriculum. Agile Mind curriculum allows the management team (Curriculum Director, Superintendent, Union appointed teachers, Department Head, Data Coach, and Curriculum Assessment Technology Specialist) and administrators to have access to real time data to monitor implementation and usage. At quarterly meetings with the management team, data coach and teachers will review Agile Mind district data disaggregated by grade and course, student progress, and outline appropriate resources and intervention strategies within Agile Mind. The data coach and principal will create and monitor a lab schedule ensuring every class is schedule two periods a week in the lab. One hour a week in the lab will be used for assessment the second hour will allow students to complete activities and assessments on line.

Teachers, administrators, and the management team can monitor usage measured in hours and minutes on the system overall, as well as by course and topic within a course. To monitor implementation and to ensure the goal of 80% digital curriculum requirement, administrators will calculate the actual percentage on a periodic basis by taking the hours recorded in the Agile Mind system per week, and dividing it by the total instructional time per teacher.

The groups of math teachers in the building will share common planning time allowing teachers the time to collaborate and support each other in this new exciting endeavor.

Agile Mind implementation plan:

Planning

Start-up

Implementation and Capacity Building

Year 1: Enacting

Spring

Summer

Fall through Spring



Partnership and Communication	<ul style="list-style-type: none"> • Select Agile Mind District Coordinator • District Alignment • Implementation Plan • Parent Communication 	<ul style="list-style-type: none"> • Agile Mind Institute 	<ul style="list-style-type: none"> • Ongoing contact between District Coordinator and Agile Mind (AM) Professional Services Director and Advisor • Coordinate Advisor Services • Coordinate Academic Support Seminars • Coordinate Mid-year Review
Professional Services for School Leaders	<ul style="list-style-type: none"> • Leadership Seminar • Implementation goals, outcomes & expectations 	<ul style="list-style-type: none"> • Agile Mind Institute 	<ul style="list-style-type: none"> • Advisor Services
Professional Services for Teachers	<ul style="list-style-type: none"> • Agile Mind Webinar 	<ul style="list-style-type: none"> • Agile Mind Institute 	<ul style="list-style-type: none"> • Advisor Services • Agile Mind Webinars
Professional Services for Specialists and Coaches	<ul style="list-style-type: none"> • Identify and establish roles for district & school based coaches 	<ul style="list-style-type: none"> • Agile Mind Institute 	<ul style="list-style-type: none"> • Academic Support Seminars for coaches • Advisor Services • Agile Mind Webinars
Curriculum and Instruction	<ul style="list-style-type: none"> • Integrate Agile Mind with local resources & timelines 	<ul style="list-style-type: none"> • Continue Implementation • Plan for implementation 	<ul style="list-style-type: none"> • Teacher and student use of Agile Mind with • increasing fidelity to design, implementation goals, outcomes and expectations.
Collaboration & Embedded Professional Development	<ul style="list-style-type: none"> • Schedule teachers to allow for ongoing collaboration 	<ul style="list-style-type: none"> • Commit to individual and team implementation goals 	<ul style="list-style-type: none"> • Advice for Instruction designed for ongoing professional growth • Collaboration with colleagues
Assessment and Reporting	<ul style="list-style-type: none"> • Reserve Agile Assessment items for district testing 	<ul style="list-style-type: none"> • Agile Assessment session at Agile Mind Institute 	<ul style="list-style-type: none"> • Teachers and student use of AM • Assessments and Reports • District, school-wide and classroom use of Agile Assessment
School Support	<ul style="list-style-type: none"> • Technology audit & certification 	<ul style="list-style-type: none"> • Submit Rosters 	<ul style="list-style-type: none"> • Ongoing AM Technical Support • phone and email
Year 2: Building	<i>Spring</i>	<i>Summer</i>	<i>Fall through Spring</i>
Professional Services	<ul style="list-style-type: none"> • Year 2 Implementation Plan • Advisor Services 	<ul style="list-style-type: none"> • Agile Mind Institute 	<ul style="list-style-type: none"> • Agile Mind Webinars • Academic Support Seminar and Mid-year Review • Advisor Services (based on assessment of internal capacity)



Year 3 : Sustaining	Spring	Summer	Fall through Spring
Professional Services	<ul style="list-style-type: none"> Year 3 Implementation Plan 	<ul style="list-style-type: none"> Agile Mind Institute 	<ul style="list-style-type: none"> Agile Mind Webinars Mid-year Review Advisor Services (based on assessment of internal capacity)

CIM Technology Solutions Implementation Plan

Phase One: Technical Installation, Testing and Training

Goal: Acquire, install and provide technical support training to school district's technical support staff

Phase Two: Professional Development for Digital Math Curriculum

Goal: Provide embedded faculty **professional development** to improve the efficiency of student learning through the implementation of related learning technology solutions.

Methods/Activities: Provide during and after school hours training in three stages: interactive technology training, curriculum integration, and advanced application.

1. Teacher-focused Interactive Technology Training Tools Training Stage:

2 days of on-site training covering hardware and software solutions:

- 1 day wireless Mobi Interactive Software/Hardware Training
- 1 day InterWrite DualBoard Software/Hardware Training

2. Curriculum Integration Stage:

6 days of on-site training covering digital math curriculum platform

- 2 days of platform software training
- 4 days of on-site training covering digital math curriculum integration

3. Advanced Application Stage:

2 days of on-site training covering advanced uses and problem areas

- 1 day to explore and define most effective practices
- 1 day to explore and define transitional issues/problems



Phase Three: Summative Evaluation Plan

Review explicit indicators through Acuity

Implementation Plan – Interactive Whiteboards: Outline your current inventory of interactive whiteboards, how you can realign current inventory to meet program goals of one interactive whiteboard per classroom mathematics teacher, and what funds you would apply for in order to address these gaps.

Anderson Community Schools currently has whiteboards dedicated to special education classrooms. However, none are located in Highland Junior High School. Therefore, Anderson Community Schools is requesting funds to provide interactive whiteboards and instructional tools for 19 classrooms that will serve 72 math sections.

Teachers will receive 21 hour of training provided by CIM Technology Solution to effectively use the whiteboards, and all technology accessories to effectively integrate Agile Mind curriculum. This training and support will ensure seamless transition from a traditional classroom to a technologically innovated classroom that excites both the student and the instructor.

Implementation Plan – Online Assessments: Describe each school's capacity and commitment to administer online ISTEP+ and ECA assessments, as well as Acuity Assessments, both with and without additional lab space that grant funds could provide. Describe how teachers will ensure that students are trained on how to properly complete online assessments.

Highland Junior High School currently has 11 computer labs; 6 of these are used for classroom instruction. In order to provide on-line End of Course Assessment (ECA), ISTEP+ and Acuity we would need 12 labs to complete assessment within the testing window. Therefore we are requesting funds for computers and infrastructure needs. During ECA, ISTEP+ and Acuity all labs will be used for on-line assessment. We are also requesting funds for the Acuity Algebra assessment package. *one lab*

Currently all of our student's grades 3- 8 participate in Acuity on-line Predictive Assessment. Anderson Community Schools' 8th grade Algebra I students have been taking ECA Algebra I on-line assessment for the past four years and NWEA for the last ten years. Therefore, our students and teachers are familiar and comfortable with on-line assessments in a computer lab setting. Our Curriculum Assessment Technology Specialist is experienced in developing schedules for completing ISTEP+ and Acuity on-line and has developed the schedules for ISTEP+ and ECA testing for 7th, 8th and 9th grades.

IV. BUDGET

See program overview for allowable costs. List each expenditure on a separate line.

Expenditures Budget (Use a separate line for each expenditure, and add rows as needed)					
<u>Expenditure Description</u>	<u>Person Responsible</u>	<u>Cost per Unit</u>	<u>Number of Units</u>	<u>COST</u>	
Digital curriculum subscriptions (list vendor) Agile Mind	Burrows Janet	\$ 30.00	2,225	\$ 67,650.00	
Professional development reimbursements	Janet Burrows	\$ 300.00	19	\$ 5,700.00	
Interactive whiteboard (list make and model number) All whiteboard needs provided by CIM Technology solutions elnstruction Inter Write Dual Board, 77.5 inch board with wireless RF connectivity. IW-A-84-00485-02R	Janet Burrows				
Whiteboard floor stand with Caster for 77.5 board # IW-A-84-00199-04	Janet Burrows	\$ 895.00	19	\$17,005.00	
Mobi teacher wireless tablet # CB-A-84_00476-01R	Janet Burrows	\$ 360.00	19	\$ 6,840.00	
Mitsubishi projector # XD250U -27 lumen, native XGA resolutions,2000:1	Janet Burrows	\$ 389.00	19	\$ 7,391.00	
Anchor Amplifier 30 watt 6 year warranty #AN-130	Janet Burrows	\$ 750.00	19	\$14,250.00	
Bretford Cart for projector, laptop computer # ECILS1FF-BK	Janet Burrows	\$ 212.31	19	\$ 4,033.89	
Extron cables for computer dvd combo	Janet Burrows	\$ 259.00	19	\$ 4,921.00	
Professional development for whiteboards	Janet Burrows	\$ 77.00	19	\$1,463.00	
UPS Shipping	Janet Burrows	\$189.50	19	\$3,600.50	
Total for CIM Technology Solutions \$61,024.39	Janet Burrows	\$ 80.00	19	\$1,520.00	
Cost for subs for whiteboard training Total White board \$ 66,500.00	Janet Burrows				
Acuity Algebra set-up fee	Janet Burrows	\$288.19	19	5,475.61	
Cost for Acuity Algebra administration (per student)	Pamela Delaplane	\$4,500.00	1	\$4,500.00	
Costs related to online assessment Mobil computer lab 24 dell Latitude E5500	Pamela Delaplane	\$ 8.75	2,255	24,912.00	
Purchased from CWD	Janet Burrows	\$1,038.00	24	24,912.00	
Total Funds Requested				\$188,993.20	
LOCAL SHARE*					

*This is not a requirement for the grant, but it will help us to determine the additional resources need at the local level.

Expenditures Budget (Use a separate line for each expenditure, and add rows as needed)				
<u>Expenditure Description</u>	<u>Person Responsible</u>	<u>Cost per Unit</u>	<u>Number of Units</u>	<u>COST</u>
Professional Development	Janet Burrows	\$ 1,493.71	22	\$32,861.62
Additional lab set up	Joe Cronk PhD	\$ 2,350	4	\$ 9,400.00
Additional Costs for Interactive Whiteboard (e.g. installation materials) not determined as of now				
Total Funds Requested				\$42,261.62



V. ASSURANCES

By checking each box below, you agree to the following assurances:

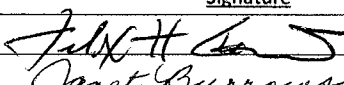
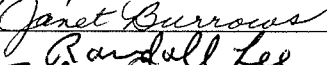
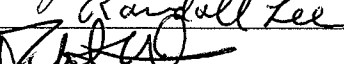
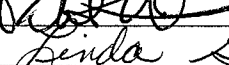

- ✓The LEA assures that Acuity online assessments will be administered to assess student growth during the grant period (e.g. Acuity Predictive or Pre/Post Test; the exact assessments will be determined by the DOE, but will not exceed 3 tests during the school year, excluding ISTEP+ and ECA).
- ✓The LEA assures that, given favorable results on a statewide level, it will give serious consideration to sustained use of digital curricula in all schools in the LEA until the next textbook adoption cycle (2016-17 school year).
- ✓The LEA assures that the selected digital curriculum will be implemented, with fidelity, as the core curriculum for all mathematics classrooms (6th Grade, 7th Grade, 8th Grade, and/or Algebra I) at each school that receives grant funds, for the duration of the school year. "With fidelity" implies that districts will take the steps necessary to implement the digital curriculum as outlined by the vendor.
- ✓The LEA assures that teachers will be provided with professional development necessary to implement digital curriculum with fidelity. Professional development includes, but is not limited to, training on digital curriculum software, integrating interactive whiteboards into a standards-based classroom, and using Acuity assessments to guide instruction.
- ✓The LEA assures that funds used for interactive whiteboards will remain in mathematics teacher classrooms for the duration of the program. Any realignment of current inventory for these purposes will also remain in effect for the duration.
- ✓The LEA assures that all 7th and 8th grade students in Algebra I will take the Algebra ECA online.
- ✓The LEA assures that all students will take the ISTEP+ online, unless the school can demonstrate an inability to test all students online.
- ✓The LEA assures that all teachers that use digital curriculum will participate in an *anonymous* evaluation of the program to determine its ability to impact teaching methods.
- ✓The LEA assures that classrooms in which digital curriculum is being used will be available for observation by certain members of the Department of Education, with reasonable notification, to provide for a qualitative analysis of program effectiveness.
- ✓The LEA assures that all students will complete a survey regarding the effectiveness of the digital curriculum.
- ✓The LEA assures that all hardware and software implementations will be put in place before the start of the 2010-11 school year and that professional development related to this program will begin before the start of the 2010-11 school year.
- ✓The LEA agrees to keep such records and to provide such information to the State educational agency, as may be reasonably required for fiscal audit and program evaluation (consistent with the responsibilities of the State educational agency under this part).

VI. SIGNATURES

List the management team of this grant for each school. Each member of the management team should also sign below. Complete this sheet for *each* school that is included in the district's implementation plan.

School Name:

Grade Levels:

	<u>NAME</u>	<u>POSITION</u>	<u>Signature</u>
1.	Felix H. Chow	Superintendent	
2.	Janet Burrows	Director of Curriculum & PD District Math Coordinator	
3.	RANDALL Lee	District Assessment Coordinator	
4.	PATRICK FASSNACHT	Principal	
5.	LINDA GIBSON	Math Department Chair	



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1. Felix H. Chow	Superintendent	<i>Felix H. Chow</i>
2. Janet Burrows	District Math Coordinator <small>Director of Curriculum and Instruction</small>	<i>Janet Burrows</i>
3. Randall Lee	District Assessment Coordinator	<i>Randall Lee</i>
4. Yvonne Ritchey	Principal	<i>Yvonne Ritchey</i>
5. Deborah K. Hall	Math Department Chair	<i>Deborah K. Hall</i>



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2. Janet Burrows	District Math Coordinator <i>Director of Curriculum & Prof Dev</i>	<i>Janet Burrows</i>
3. Randall Lee	District Assessment Coordinator	<i>Randall Lee</i>
4. Les Souders	Principal	<i>Les Souders</i>
5. Andrea Gale	Math Department Chair	<i>Andrea Gale</i>



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1. Felix H. Chow	Superintendent	<i>Felix H. Chow</i>
2. Janet Burrows	District Math Coordinator <i>Director of Curriculum & Prof. Dev.</i>	<i>Janet Burrows</i>
3. Randall Lee	District Assessment Coordinator	<i>Randall E. Lee</i>
4. Lucinda McCord	Principal	<i>Lucinda McCord</i>
5. JAMES HOSTETLER	Math Department Chair	<i>James Hostetler</i>